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ABSTRACT

This paper draws on the literatures of educational administration, management, and marketing to address, empirically, two issues related to community college faculty recruitment: (a) factors influencing faculty application decisions, and (b) the utility of an existing model for recruiting community college faculty. It examines factors influencing job applicant decisions, and discusses recruitment-as-job-marketing as a model for recruiting experienced educators. The report highlights three advancements achieved by the present investigation. First, the study responded to the call for additional research about recruitment practices prior to the initial employment interview. Second, this study focused on the effectiveness objective of faculty recruitment (to maximize the size of the applicant pool) via an empirical investigation. The third advancement was application of a specified recruitment model to the community college context. This paper addresses whether or not organizational characteristics and job attributes described in recruitment advertisements influence the reactions of applicants for community college business faculty positions. Marketing theory and a specified recruitment model framed a laboratory experiment (3 X 3 ANOVA design) assessing reactions to community college faculty recruitment advertisements varied according to instructional program and job attribute content. Applicants for a business faculty position reacted most favorably to recruitment advertisements containing academic transfer program content. Implications for theory and practice are discussed. Contains 30 references. (VWC)

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Business Candidate Reactions to Community College Recruitment Practices: Effects of Instructional Programs and Job Attributes

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Abstract

Marketing theory and a specified recruitment model framed a laboratory experiment (3 x 3 ANOVA design) assessing reactions to community college faculty recruitment advertisements varied according to instructional program and job attribute content. Applicants (N = 162) for a business faculty position reacted most favorably to recruitment advertisements containing academic transfer program content. Implications for theory and practice are discussed.

Business Candidate Reactions to Community College Recruitment Practices: Effects of Instructional Programs and Job Attributes

Community college success requires hiring the best faculty possible. Effective hiring, in turn, depends on qualified applicants making the decision to respond to college recruitment efforts and apply for the job. It is, therefore, surprising that postsecondary recruitment literature (for example, Kaplowitz, 1986; Lawhon & Ennis, 1995; Matier, 1991; and Watts, 1993) is devoid of empirical studies about applicant recruitment decisions such as the decision to apply for the job and the decision to accept an interview. Further, both within the management literature (Rynes, 1991) and within the educational literature (Winter, 1996a, 1996b), scant attention has been focused on faculty recruitment advertisements, even though advertisements represent one of the most widespread practices for attracting applicants.

In addition, theoretical frameworks are lacking for administrative practice and for empirical research relative to community college faculty recruitment. Theoretical frameworks have begun to emerge, however, in other research contexts. Two recent studies in the private sector (Maurer, Howe & Lee, 1992; Smither, Reilly, Millsap, Pearlman & Stoffey, 1993) have cast recruitment as job marketing. One study in the educational administration literature (Winter, 1996b) extended the recruitment-as-job-marketing theory by using this theory to develop and empirically test a model for recruiting experienced educators.

The present study draws on the literatures of educational administration, management, and marketing to address, empirically, two issues related to community college faculty recruitment: (a) factors influencing faculty application decisions, and (b) utility of an existing model (Winter, 1996b) for recruiting community college faculty.

Related Literature

Faculty recruitment in the community college is informed by previous research about factors affecting job applicant decisions and by theoretical models applied to the recruitment function.

Job Applicant Decisions

Too often, educational administrators fail to realize that recruitment is a two-way process involving decisions made by organizational representatives and job applicants. Administrators must decide to announce a vacancy, to invite an applicant to interview, and to offer the job. Job applicants must decide to apply for the job, to accept an interview, and to accept the job. Both applicant decisions and organizational decisions must be affirmative, or the recruitment effort will fail. Thus, community college administrators should recognize the importance of the applicant perspective in recruitment and construct faculty recruitment practices that focus on applicant interests and needs (Rynes, 1991; Winter, 1996a, 1996b).

Reviews of private sector recruitment research (Rynes, 1991; Rynes, Heneman & Schwab, 1980; Schwab, Rynes & Aldag, 1987) conclude that job characteristics and organizational characteristics are two of the most critical factors affecting applicant reactions to recruitment practices such as advertisements. Rynes (1991) has observed that "most recruitment research has been conducted subsequent to the first employment interview" (p. 435). These findings suggest that additional research is warranted about both factors affecting application decisions and applicant decisions prior to the interview stage of recruitment.

Within the educational administration literature, an emerging stream of empirical research addresses applicant reactions to recruitment practices. An early study (Rynes & Lawler, 1983) examined reactions of education majors to job descriptions for elementary and middle school faculty positions. Two organizational characteristics were assessed: (a) geographic area (Northeast, Southeast, Midwest,

Southwest); and school location (inner city, suburb, small city). Applicants preferred jobs in the Midwest and out of inner city schools.

Other investigations, involving K-12 faculty recruitment videos (Young, Rinehart & Place, 1989; Young, Rinehart & Heneman, 1993) examined reactions of applicants to recruitment messages containing contrasting categories of job attributes. Findings from these studies indicate applicants for elementary school faculty positions react more favorably to recruitment messages containing subjective or intrinsic job attributes than to recruitment messages containing economic or extrinsic job attributes.

A Model for Recruiting Experienced Educators

Winter (1996b) extended the recruitment-as-job-marketing theory developed by Maurer, Howe and Lee (1992) and Smither et al. (1993) by (a) constructing a model for recruiting experienced educators, and (b) testing the model's utility via an experiment involving experienced K-12 faculty serving as participants. The model provided additional theoretical underpinning for recruitment-as-job-marketing theory by postulating that (a) recruitment practices such as recruitment advertisements have marketing practice counterparts such as print advertisements, and (b) research findings about marketing practices can be used to construct recruitment practices that stimulate favorable applicant decisions. The model specifies practical steps applicable to community college faculty recruitment: (a) set recruitment objectives (number and characteristics of desired applicants); (b) profile target applicants (qualifications and recruitment needs); (c) select recruitment practices (advertisements, interviews); (d) match recruitment practices to marketing practice counterparts (recruitment advertisement - print advertisement counterpart); (e) construct recruitment practices based on findings from empirical research about marketing practice counterparts (focus advertisement copy on customer needs); and (f) implement and evaluate recruitment practices.

Advancements

The present investigation achieved three advancements in community college faculty recruitment research. First, the study responded to the call by Rynes (1991) for additional research about recruitment practices prior to the initial employment interview. Applicant reaction to a community college business faculty recruitment advertisement was the focal recruitment practice for the study.

Second, this study focused on the effectiveness objective of faculty recruitment (to maximize the size of the applicant pool) via an empirical investigation. The study assessed the impact of recruitment advertisements on reactions of a randomly selected sample of applicants for a community college business department vacancy. Two types of variables were investigated: (a) organizational characteristics, in other words, instructional programs, and (b) job attributes.

The third advancement was application of a specified recruitment model (Winter, 1996b) to the community college context. The model is underpinned by recruitment-as-job-marketing theory, which emphasizes satisfying the job-related needs of a defined target applicant pool. The present study set a specific recruitment objective, profiled a target applicant group, and constructed a recruitment practice based on research about its marketing practice counterpart.

This third advancement is especially important for recruitment practice. The instructional missions of community colleges are the most diverse in higher education. Courses range from remedial classes for students unable to read and calculate at the high school level, to collegiate instruction for students completing the freshman and sophomore years of college (Cohen & Brawer, 1989). It is unlikely that recruitment practices appropriate for attracting faculty to teach remedial courses would be appropriate also for attracting faculty to teach collegiate courses. And yet, faculty recruitment advertisements placed by community colleges in print media such as the Community College Times and The Chronicle of Higher Education depict instructional

programs in boilerplate fashion, with little attempt to adapt the job message to the target applicant group. Job attributes receive similar generic treatment. Because actual community college recruitment practice fails to take advantage of recent research findings (Maurer, Howe, & Lee., 1992; Rynes, 1991; Smither et al.; Winter, 1996a, 1996b) recommending recruitment practices contain content proven to be attractive to the target applicant group, the results of this study demonstrate the utility of applying marketing theory to community college faculty recruitment.

Problem and Hypotheses

The problem addressed in the present study was whether or not organizational characteristics and job attributes described in recruitment advertisements influence the reactions of applicants for community college business faculty positions. Advertisement content varied according to the instructional programs described (organizational characteristic) and according to attributes of the faculty job described (job characteristic).

All main and interaction effects were assessed. The null hypotheses for main effects were as follows: (a) there will be no difference in applicant reactions to advertisements varied according to instructional program content (academic transfer, career education, compensatory education); and (b) there will be no difference in applicant reactions to advertisements varied according to job attribute content (intrinsic, extrinsic, work context). The null hypothesis for interaction effects was as follows: There will be no influence on applicant reactions to advertisements associated with the joint effects of instructional programs and job attributes.

Methodology

A laboratory experiment was conducted to test the above null hypotheses, and to assess the utility of Winter's (1996b) educational recruitment model as a framework for recruiting community college business faculty. In accordance with the model, the experiment specified: (a) a recruitment objective (to maximize applicant pool size); (b) a

target applicant profile (experienced male and female business professionals, pursuing the MBA degree); (c) an appropriate recruitment practice (recruitment advertisement); (d) a match between the specified recruitment practice and its marketing practice counterpart (recruitment advertisement - print advertisement counterpart); and (e) construction of the recruitment practice based on research findings about the appropriate marketing practice counterpart. With respect to this last point, print advertisement research (Caples, 1974; Ogilvy, 1983; Stansfield, 1982) informed recruitment advertisement construction as follows: customers [applicants] respond maximally to advertisements containing information about the most critical product [job] needs of the target customer [applicant] group). As explained previously, the most critical job-related need is information about the organization and the job.

Design

The independent variables investigated in this study were: (a) instructional program (academic transfer, career education, compensatory education); and (b) job attributes (intrinsic, extrinsic, work context). The dependent variable was an additive composite rating of applicant reactions to a community college business faculty recruitment advertisement. The composite score consisted of four items with five-point Likert-type scales (5 being more favorable than 1). The design selected was a 3 x 3 completely crossed, fixed-factor analysis of variance (ANOVA) design, which yielded nine cells (n = 18).

Participants

Experienced male and female business professionals pursuing MBA degrees (N = 162) role-played applicants reacting to faculty recruitment advertisements similar to those placed by community college administrators (as in Community College Times). Participation by these particular individuals was realistic because 25% of community college faculty are recruited from the graduate programs of four-year institutions, and the two most important job qualifications for community college faculty are job

experience and a master's degree in the relevant discipline (Higgins, Hawthorne, Cape & Bell, 1994).

To permit study participants to be profiled as specified by the Winter model, the following applicant characteristics were held constant: (a) level of applicant experience (experienced, as opposed to inexperienced); (b) nature of job experience (business); (c) degree credential (MBA); (d) focal position desired (business faculty); and (e) level of post-secondary position sought (community college). Holding these applicant characteristics constant resulted in a pool of applicants profiled as experienced male and female business professionals pursuing an MBA degree and seeking a business faculty position at a community college.

Participants were selected at random from a pool of experienced business professionals enrolled in graduate business classes at a large southeastern university, and randomly assigned to treatment conditions. Sample size was determined via a power analysis performed according to procedures recommended by Cohen (1977, pp. 396-400). The number of subjects (N = 162) was specified by the power analysis based on a desired minimum effect size (omega-squared = .06), an identified level of significance (alpha = .05), and a required power level (power = .80). Descriptive data for the participants are contained in Table 1.

Insert Table 1 about here

Independent variables

The present study examined the influence of instructional programs and job attributes on reactions of applicants to faculty recruitment advertisements. The independent variables were manipulated via nine formal recruitment advertisements. Advertisement format and advertisement length (274 words) were held constant across all treatment conditions. Content of the advertisements consisted of (a) general

information such as "The College works in concert with local public schools and other post-secondary institutions in the district..." (held constant across treatment conditions); (b) application procedures such as "Applications will be accepted until the position is filled" (held constant across treatment conditions); (c) instructional program descriptions manipulated as explained below; and (d) job attribute descriptions manipulated as explained below. The nine advertisements varied only with respect to the two independent variables (instructional programs and job attributes).

The initial step in operationalizing the independent variables was to review community college literature addressing both instructional programs (Cohen & Brawer, 1989; Riday, Bingham & Harvey, 1985; Scharmann & Harty, 1985) and faculty job attributes (Diener, 1985; Hutton & Jobe, 1985; Mckee, 1991; Riday, Bingham, & Harvey, 1985; Scharmann & Harty, 1985). This review yielded a preliminary list of seventeen instructional program statements and forty job attributes.

The next step was to implement a content validity protocol recommended by Anastasi (1976) to categorize the instructional program statements and the job attributes. The content validation process used (a) a panel of community college experts knowledgeable about the content domains both for instructional programs and for job attributes; (b) operational definitions (Cohen & Brawer, 1989) for three types of instructional programs (academic transfer, career education, compensatory education) and for three types of job attributes (intrinsic, extrinsic, work context); and (c) two cross-impact matrices for assigning program statements and job attributes to content categories.

Operational definitions for instructional programs reflected the overriding objective of each program type. Academic transfer program was defined as containing courses to prepare students for transition to a baccalaureate institution. Career education program was defined as being composed of courses to facilitate entry into jobs not requiring a baccalaureate degree. Compensatory education was defined as

containing courses to assist students in making up for academic deficiencies possessed at the time of initial college enrollment.

Intrinsic attributes (Winter, 1996a) were defined as factors mediated internally by the individual that satisfy "higher-level needs" such as self-actualization. Extrinsic attributes (Winter, 1996a) were defined as factors controlled by the organization that satisfy "lower-level needs" such as salary. The terms "higher-level needs" and "lower-level needs" were used as specified by Maslow (1943). Work context attributes were defined as formally articulated requirements of the job (as in Young, Rinehart, & Place 1989; Young, Rinehart, & Heneman, 1993).

The next content validity step was a sorting procedure. The panel of expert community college educators (N = 7) used two separate cross-impact matrices structured according to procedures explicated by Young, Rinehart, and Heneman (1993). One matrix addressed instructional programs and was constructed with programs assigned in random order to one axis and specific program statements assigned in random order to the other axis. Via an identical process, the second matrix was constructed by assigning job attribute categories to one axis and specific attributes to the other axis. Panel members used the two matrices to classify instructional program statements according to categories (academic transfer, career education, compensatory education) and to classify job attributes according to categories (intrinsic, extrinsic, work context).

Program statements classified unanimously by panel members were retained for use in the actual study. The statements were used to construct program descriptions forming three levels of the instructional program variable: academic transfer, career education, compensatory education. The academic transfer description stated the college offered "programs consisting of a collegiate curriculum in general education designed to cover the freshman and sophomore years of college in preparation for subsequent transfer to 4-year baccalaureate degree-granting institutions." The career

education description stipulated the college offered "programs consisting of vocational and occupational curricula in semi-professional/technical areas facilitating immediate employment upon program completion in jobs not requiring a baccalaureate degree." The description for compensatory education stated the college offered "programs consisting of remedial and developmental curricula in pre-collegiate areas designed to bring students to an academic level adequate for beginning college work and adequate for beginning study at the freshman level."

Job attributes classified unanimously by panel members were retained also, but were submitted to further analysis. Unlike instructional programs, which are characteristics determined by the organization, job attributes are factors that vary according to individual preferences. This required ensuring that (a) each job attribute set used in the advertisements had the same number of attributes and (b) each attribute set contained attributes perceived by study participants as equivalent in importance. To achieve these ends, job attributes were given five-point Likert-type scales (5 being more favorable than 1) and assigned in random order to a pilot instrument. The instrument was administered to a pilot group (N = 23) similar in characteristics to actual study participants. Mean scores and standard deviations were calculated for each job attribute.

Next, attributes were ranked within their respective attribute categories from highest to lowest mean score and formed into trios containing one attribute of each type (intrinsic, extrinsic, work context). Trios were formed with attributes having equivalent mean score rankings, in other words, three attributes with highest means in their-categories formed a trio. Overlap statistics were calculated to assess equivalence of trio members in terms of the magnitude of both means and standard deviations.

Overlap statistics were calculated using procedures recommended by Dunnette (1966) for use in recruitment and selection research. Attribute trios were retained for use in the actual study based on a criterion of 75 % average overlap between trio

members. Advertisements operationalized contrasts between three types of job attributes. One set of advertisements contained five intrinsic attributes such as ability to be innovative. Another set contained five extrinsic attributes such as salary, and a third set contained five work context attributes such as setting student learning objectives.

Dependent variable

The dependent variable was "applicant reaction" to a faculty recruitment advertisement. The evaluation instrument consisted of four items with five-point Likert-type scales (5 being more favorable than 1): (a) overall attractiveness of the job; (b) likelihood of applying for the job; (c) likelihood of accepting an interview for the job; and (d) likelihood of accepting the job if offered. An additive composite score served as the dependent variable in a manner similar to previous studies (Winter, 1996a, 1996b; Young, Rinehart, & Place 1989; Young, Rinehart, & Heneman, 1993). The evaluation instrument had been assessed for reliability (coefficient alpha) in previous studies. Reliability coefficients ranged from .84 to .96, which is well within the acceptable range recommended by Nunnally (1967) for use of a composite score in statistical analysis.

Results

Cell means and standard deviations for participant ratings are summarized in Table 2. Coefficient alpha for the actual study was .96. Results of the ANOVA are shown in Table 3.

Insert Tables 2 and 3 about here

At the specified level of significance (alpha = .05) the main effect for job attributes and the two-way interaction were not significant. A significant main effect for instructional programs was detected ($F = 149.62$, $p < .0001$). Given these results, all possible pairwise comparisons for the instructional program marginal means were

assessed using the Tukey (HSD) post hoc procedure for a completely randomized, two-way ANOVA design. Results for this procedure are summarized in Table 4.

Insert Table 4 about here

All pairwise comparisons for the instructional program marginal means were significant ($p < .0001$). The following results were observed across all levels of job attributes: (a) compensatory education programs were rated least favorably; (b) career education programs were rated more favorably than compensatory programs; and (c) academic transfer programs were rated more favorably than either career education programs or compensatory education programs. These results are depicted on the graph shown in Figure 1

Insert Figure 1 about here

Discussion, Limitations, Conclusion

Findings from the present study have implications for community college recruitment practice, theory, and future research.

Practice

When the recruitment objective is to maximize the size of an applicant pool composed of individuals possessing business experience and the MBA degree, community college recruiters are advised to emphasize the academic transfer instructional mission. Compensatory education programs and career education programs are viewed less favorably by applicants being recruited from MBA programs at four-year institutions. Job attributes emphasized in recruitment advertisements may be either intrinsic, extrinsic, or work context attributes, provided the applicant pool is

composed of both men and women. The Winter (1996b) model has utility for constructing community college recruitment practices.

Theory

Study findings lend support to the recruitment-as-job-marketing theory (Maurer, Howe, & Lee, 1992; Smither et al., 1992) and to the Winter (1996b) recruitment model. Community college faculty, as applicants, appear to posses recruitment needs related to information about the organization and about the job. Study results appear to confirm that satisfaction of applicant job-related needs is critical to recruitment success.

Research

Community college faculty, as applicants, respond more favorably to recruitment practices featuring particular types of informational content (organizational characteristics and job attributes). Research about applicant decisions is facilitated by experimental designs specifying (a) applicants profiled according to recruitment needs and (b) recruitment practices manipulated under controlled conditions based on research about marketing practice counterparts.

Future empirical research focused on community college recruitment effects should examine the influence of additional (a) recruitment practices such as recruitment brochures and interviews; (b) applicant characteristics such as race and age; (c) job attributes such as full-time versus part-time and research versus teaching orientation; and (d) organizational characteristics such as institutional reputation and institutional mission.

Limitations

Results from the present investigation should be interpreted with caution. It is possible applicants from different geographical regions or different institutions might have reacted differently. Also, applicants might have reacted differently under actual job search circumstances.

Conclusion

Ultimately, the success of community colleges rests on the motivation and expertise of faculty hired to implement the educational program. Optimal hiring outcomes cannot be achieved unless community colleges succeed in attracting the best qualified individuals into the applicant pool. Findings from this research provide new knowledge about recruitment that can assist community college administrators in accomplishing this vital task.

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Table 1

Descriptive Statistics for Study Participants

Variable	N	Mean	SD	Range
Age (Years)	162	29.1	5.9	22-51
Race (a)	162	2.2	.6	1-4
Work Experience (Years)	162	7.7	5.8	1-30
Business Work Experience (Years)	162	5.9	5.0	1-22
Number of Times Interviewed	162	5.7	5.4	0-30

(a) Scored: Hispanic = 1, White = 2, Black = 3, Asian = 4, Native American = 5

Table 2

Summary of Cell Means and Standard Deviations

	Instructional Programs			
	Academic	Career	Compensatory	All Programs
Job Attributes:				
Intrinsic				
M	16.4	11.0	7.8	11.7
SD	2.3	2.5	4.5	4.8
Extrinsic				
M	17.6	10.8	6.6	11.7
SD	2.0	2.3	3.2	5.2
Work Context				
M	15.7	10.9	7.2	11.3
SD	2.4	2.6	2.8	4.3
All Attributes				
M	16.6	10.9	7.2	11.6
SD	2.4	2.4	3.6	4.8

Note. Means and standard deviations are based on additive composite scores.

Coefficient alpha = .96

N = 162

n = 18

Table 3

Analysis of Variance for Applicant Reaction
by Instructional Program and Job Attributes

Source	DF	SS	MS	F
Program	2	2402.82	1201.41	149.62 *
Attributes	2	7.26	3.63	.45
Program By Attributes	4	37.70	9.43	1.17
Error	153	1228.22	8.03	
Total	161	3676.00		

* $p < .0001$

Table 4

Comparison of Marginal Means

for Instructional Programs

Levels	Academic	Career	Compensatory
Means	16.6	10.9	7.2

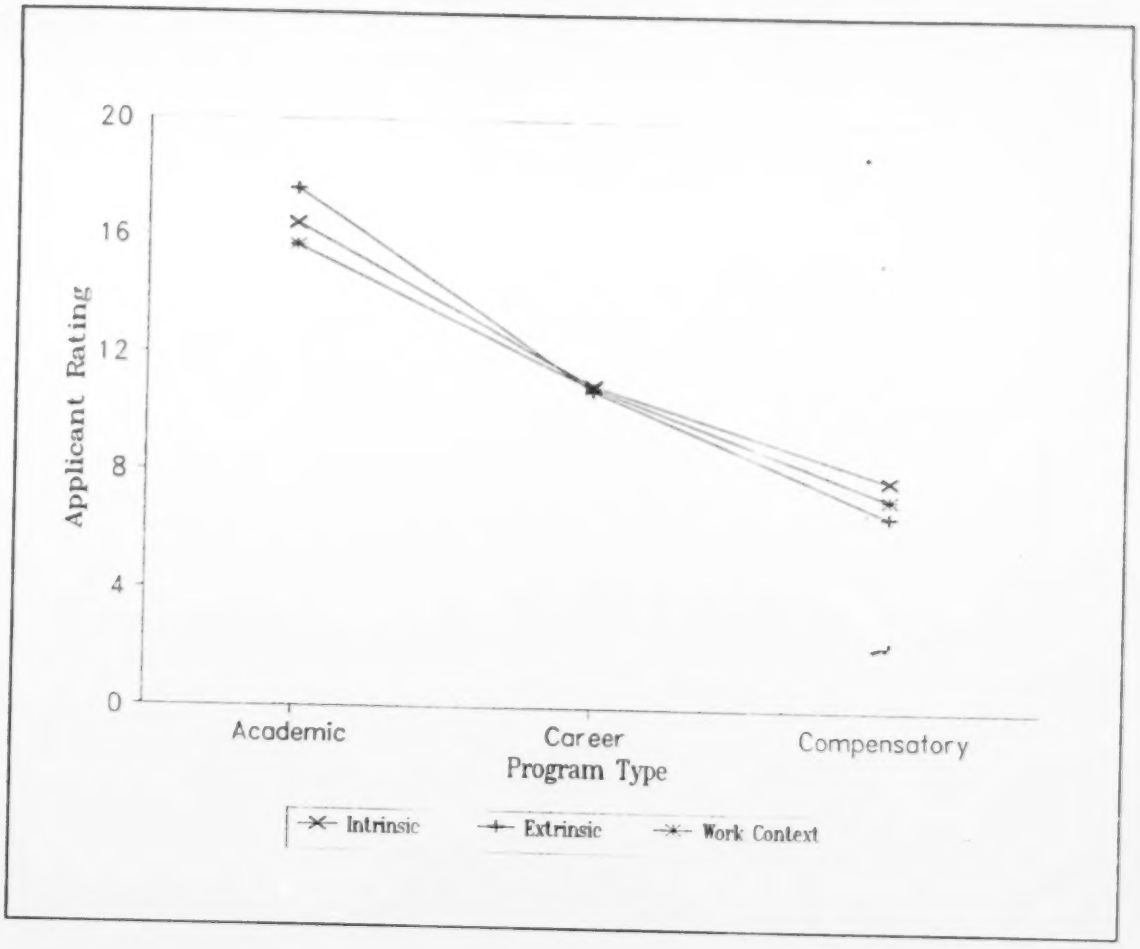
Note. Tukey (HSD) post hoc procedure indicates all pairwise comparisons are significant ($p < .0001$).

$N = 162$

$n = 54$

Figure Caption

Figure 1. Graph of cell means.



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